

## Fraction Warm-Up/Practice

1. Students are reminded about fraction study and how they've been talking about learning to add fractions.
2. The teacher hands out circles/squares to each student.
3. Students are instructed to fold their paper in half. Students are asked:  
How many parts do you have?  
What fraction is one of the parts?
4. Students are instructed to fold their paper in half again. Students are asked:  
How many parts do you have?  
What fraction is one of the parts?
5. The teacher tells students they are going to do an activity. They are to fill in each part with a different partner. How many partners will you have?
6. The teacher tells the class that a normal walking pace will be called "one whole." The class is asked to demonstrate. The teacher freezes the class. The teacher then asks the class to cut their walking pace in half. This pace will be called "one half." One student is asked to demonstrate changing from "one whole" to "one half." Then the whole class demonstrates. The teacher then asks the class to cut their "one half" in half again. This pace will be called "one fourth." The teacher then asks one student to change from "one whole" to "one half" to "one fourth."
7. The teacher then has the class walk around the room, calling out different paces.
8. After some time (and the class seems to be understanding), the teacher will explain that when he/she says "freeze," all students will be asked to find a partner nearest them and solve the fraction addition problem that is on the board. They are to work out their answers in one of the four parts they created on their paper. If they get stuck, they may write a question mark in their part so they remember to go back to it. The class will be instructed to "freeze" and add fractions four times. (the difficulty of the addition problems can be judged by the teacher)
9. After four rounds, students will be asked to return to their desks or meeting area to go over their answers as a class. Any questions/concerns may now be addressed.

### VARIATIONS:

1. Each student is also handed a fraction segment (ex.  $\frac{1}{5}$ ,  $\frac{1}{4}$ ,  $\frac{1}{3}$ ,  $\frac{2}{3}$ , etc.). When students match with a partner, they are to add the two fractions together, rather than the teacher giving the whole class the same problem. If students get stumped, they can write a question mark in their space and bring their question to the group during step #9.
2. Students can be asked after they add the fraction, how much more will it take to make \_\_\_\_ (one whole, two wholes, 1.5 wholes, etc.)
3. Students who have been given a fraction segment can be asked to form random pairs, trying to add up or subtract to a fraction the teacher writes on the board (ex. The teacher writes " $\frac{1}{3}$ " on the board. One student has a  $\frac{1}{6}$  segment and two students have a  $\frac{1}{12}$ , which equals  $\frac{1}{3}$ . In another group, one student has  $\frac{2}{3}$  and another has  $\frac{1}{3}$ . They subtract to come up with  $\frac{1}{3}$ ). They can write how they arrived at their answer on their sheet of paper. Students who can't find a group can write down how much more or less they need to make the fraction (ex. If the student has  $\frac{1}{12}$ , they could write they need  $\frac{3}{12}$  or  $\frac{1}{4}$ ).